

The Integrated Studies Program at Camden County Technical School

Table of Contents

Background and Mission	3
Psychological and Educational Theories in Practice	4
Teaching and Learning Tools of the ISP	5
Committees within ISP	6
A Look at the ISP	7
Student Views of the ISP	8
Teachers in the ISP	9
Contact Us	12

The Integrated Studies Program (ISP)

Background

The ISP, made up of the Information Technology, Pre-Engineering and Performing Arts programs, is a student-centered, student-driven and project-based program that will focus not only on knowledge, but on the transfer of knowledge

across the various academic areas and the application of knowledge to real-world scenarios.

Mission

All students will become life-long learners who demonstrate and communicate interconnected knowledge, critical thinking, and problem solving skills as citizens of a global society.

Psychological and Educational Theories in Practice in the ISP

- Dewey's Theory of Experiential Education (1938)
- Vygotsky's Theories of the Zone of Proximal Development and Relevant Constructivism (1931, 1978)
- Maslow's Hierarchy of Needs (1943)
- Piaget's Theory of Cognitive Development and Morality (1932, 1955)
- Bloom's Taxonomy (1956)
- McLuhan's "Medium is the Message" Philosophy (1967)
- Bronfenbrenner's Theories of Ecological Systems (1979)
- Kohlberg's Stages of Moral Development (1981)
- Bandura's Theory of Social Cognitive Theory of Human Functioning (1988)
- Papert & Harel's Theory of Constructionist Learning (1991)
- Research on Project Based Learning
 - Blumenfield (1991)
 - Barren (1998)
 - Boss & Krauss (2007)

· Wiggins & McTigh's Process of Understanding by Design (1995)

Teaching and Learning Tools of the ISP

Moodle

Moodle is a Course Management System (CMS). It is an open-source program which allows students to collaborate with each other and learn on their own, at their own pace. It was developed by an Educator/Computer Engineer who wanted to give teachers the opportunity to have something that can help them to be successful and not have to be burdened by purchasing expensive software.

Within Moodle, teachers and students get to use instant messaging, discussion boards, email, and links to the content that they are studying. Teachers can use electronic assessments that are different for each student, so theoretically everyone completes assignments that are tailored to their learning.

Project Foundry

Project Foundry is an electronic management tool which is used to create projects, keep track of students work, and even compile digital portfolios that students can send along with their transcripts to prospective colleges. Through the system, teachers and students negotiate projects and design rubrics that detail how they will be graded. Tracking of individual student progress is as easy as clicking a couple of buttons. Parents can also be granted access to see and even collaborate on projects on which their child is working. Project Foundry allows users to select, via checkboxes, which New Jersey Core Curriculum Content Standards that the student projects are addressing.

Student Advisory Groups

Students in the ISP have a support network of adults surrounding them throughout the day, including multiple teachers with different personalities and teaching styles, an attentive and readily-available assistant principal, case managers, and a school counselor assigned specifically to the ISP. In addition to this comprehensive team, each student belongs to a specific teacher's advisory group. Within the advisory group, students can discuss and develop project ideas, organize and manage time, and create daily and weekly agendas.

The teacher/advisor also facilitates communication with parents and support team members in order to create a strong rapport with all members of the students' lives. The advisory relationship creates a space of belonging within the larger ISP group and also ensures that all students and their progress are closely monitored to guarantee student success.

Committees within the ISP

The Judiciary Committee

The Purpose: The Judiciary Committee is comprised of students from the ISP Program, at CCTS. The students are randomly selected and they meet for the purpose of assigning students appropriate consequences for behavior. The students vote on an appropriate consequence or consequences, depending on the severity and repetition of the behavior. The goal of the Judiciary Committee is to rehabilitate a student in order to have them reflect on their decision and succeed in the ISP.

This democratic method has helped our students accept responsibility for their actions, and our students feel personally invested in the ISP. Another benefit is the fact that the students and teachers have a clear line of communication and this also helps our students succeed.

The Student Advisory Board

The Student Advisory Board (SAB) consists of two elected students from each advisory (and one teacher-nominated student). This thirteen-student team serves to represent the voice of all students in Integrated Studies Program, address needs and concerns, and plan events. In meetings, the representatives have discussed various ways in which to improve the Integrated Studies Program and affect the school and outside community.

Students on the SAB have organized social events as rewards for positive behavior within the program, addressed common student concerns, and proposed community service ideas to best serve the students in the ISP and those around them. Additionally, they have taken leadership roles in forming subcommittees to complete goals they have set for themselves.

By organizing the SAB, the students have felt as though they have a voice within the program and that their needs do not go unnoticed by teachers. They, as a group, have the power to positively change their environment through communication and collaboration—a lesson we hope will be lifelong and applicable throughout their academic and professional careers.

A Look at the Integrated Studies Program

Students complete all types of assessments, including collages, essays, videos, skits, and websites.

The open environment of the ISP room allows for equality among all students and teachers, collaboration, and integration of all subject areas as once described by Marshall McLuhan. Also, all student behavior affects those around them, encouraging personal responsibility and efficiency.

Students in the ISP often work together and share ideas and responsibility. Teachers encourage leadership, positive communication, and open sharing and development of ideas.



Students complete all types of assessments, including collages, essays, videos, skits, and websites.

Students in the ISP often work together and share ideas and responsibility. Teachers encourage leadership, positive communication, and open sharing and development of ideas.





The open environment of the ISP room allows for equality among all students and teachers, collaboration, and integration of all subject areas. As once described by Marshall McLuhan, "The Medium is Message". The messages that we hope to send is all students are personally responsible for their learning, all student behavior affects those around them, all students are empowered to determine how best to learn.

Student Views of the Integrated Studies Program

“In the beginning of the year I had many problems in ISP. Now that I actually caught the hang of it, I still have some problems with work load, but I realized that ISP is actually great for my future. ISP teaches you to work with people you may not now or necessarily like which is great in the real world. It also teaches you to be the manager of yourself which is a great thing because you will never be successful in the real world if you don’t learn time management, and how to do everything that you need to do on time. The lesson that I learned from ISP is you have to be the boss of yourself before you can be the boss of anyone else.” –*Autumn, Grade 10*

“Have you ever looked for a program that would give you a lot of the freedom to do things you couldn’t do in traditional teaching? Well, ISP is the program. It shows you how in real life that people don’t babysit you to do your work. It’s all about doing independent work for yourself. This is a great experience because it prepares you for college life. Even though there are some distractions in the ISP with computers, you have to find a way to cope with your problems as a young adult and stay on task with your work. The thing that’s great is that even though your math teacher might not be in the room, your other teachers can still help as best they can with your work. I like that ISP is very flexible because your work is based on your time schedule, but you have to keep to that schedule so you can produce the amount of work you’re supposed to. Overall, this program leads to a lot of success in life and other things. This program will lead you to a great future and I will finish all 4 years of my high school career in this program. This is a great program and will lead a lot of people to success.” –*Amare’, Grade 9*

“ISP is the program like no other. It prepares us for the real world. For the years we have been in

school, we have sat in a class room being told our assignments. Now in ISP, we have to be responsible of handing in our work in time and keeping track of what we need to do. It's the same in the future. Your college professors don't baby you in the future and tell you to get your work done; the teachers in ISP are the same. This program will help me in the future because it's a very independent program and is good for any one that wants to be more than prepared for college." –*Brianna, Grade 9*

"I enjoy ISP for many reasons. I think this program will benefit people that are able to handle it. I think that this could help me in the future because I will be able to handle real life situations because I will be prepared. I think I will be prepared because ISP teaches you to be independent and gives you the opportunity to be creative." –*Vanessa, Grade 10*

Teachers in the Integrated Studies Program

Michael Ritzius, Teacher of Science

I graduated from Ursinus College with a Bachelor of Science in Biology in 1998. After graduating, I worked as a Research Technician at Thomas Jefferson University, specializing in molecular biology until 2000. Presently, I am nearing completion of a Master's in Educational Leadership at Wilmington University. I feel as though I utilize the skills and information that I have learned in this program on a daily basis within the integrated Studies Program.

When I came to Camden County Technical School in 2000, I taught all levels of science, including Biology, Environmental Science, and Freshman Science courses. I have always enjoyed bringing hands-on learning to my students through experiments and labs that engage them and pique their curiosity.

In my time at the school, I have become thoroughly involved with the Education Association, serving as Association President since 2005. My experiences in this role coupled with my education at Wilmington has led me to where I am today. I firmly believe that students must have the ability to advocate for their own educational needs, that classrooms must move beyond differentiation to personalization, and that teachers must be empowered to take the actions necessary to meet the needs of the students without being overburdened by bureaucracy.

Additionally, I feel that applying technology to the classroom and everyday life is no longer a luxury. Being technologically literate is as vitally important as reading and mathematics in this day and age. I model this belief by hosting workshops and professional development seminars for my colleagues about integrating tools such as Evernote, Google Docs, and Twitter in the hope that they will bring these tools into their classrooms as I have in mine. In a society that is changing everyday through the use of technology, I firmly believe that education must evolve as well. I try to make this evident in my work as a professional and as a teacher in the ISP.

Nicolae Borota, Teacher of Mathematics

I am a mathematician, educator, innovator, and dreamer. Presently, I teach at the Camden County Technical School (CCTS) as a mathematics instructor as well as Kaplan University and ITT Tech as an adjunct professor. Part of my previous employment has been at the New Jersey Department of Education where I served as the Mathematics Coordinator for the Office of Assessment and at the Educational Testing Service where I was a Mathematics Assessment Specialist.

Currently, I am enrolled in the PhD program at Rutgers University and am using the knowledge that I am acquiring in Constructivist Theory in the Integrated Studies Program at CCTS. If you would like more information about me, please feel free to visit my website:

<http://sites.google.com/site/borotamathematics/>

Sarah E. Daly, Teacher of Spanish

I graduated from the University of Notre Dame in 2005 with a Bachelor of Arts in Spanish and Secondary Education. I later completed a Master of Science of Education program at the University of Pennsylvania in Professional School and Mental Health Counseling in 2009. Presently, I am enrolled in a Master of Arts program at Rutgers University—Camden, studying Criminal Justice with a specialization in juvenile gang membership.

I have been teaching at Camden County Technical School for nearly five years. In the classroom, I utilize the Total Physical Response (TPR) and storytelling methods in her classroom to facilitate student learning of the Spanish language. I feel honored to participate in the Integrated Studies Program and have the opportunity to tie the Spanish language into other subject areas to make it relevant and applicable. By combining the TPR method with other subject areas, I believe that students will have the ability to apply their knowledge of Spanish to speak coherently about a multitude of topics.

Furthermore, the ISP has allowed me the privilege of utilizing my counseling background and working closely with students to teach them life skills such as responsibility, self-advocacy, coping, and resiliency. As a future goal within the ISP, I hope to organize optional weekly seminars using tools such as Interest Inventories, Personality Assessments, and Multiple Intelligence Inventories to better address individual student needs and learning styles within the Integrated Studies Program.

Pete Hooke, Teacher of History

I graduated Seton Hall University in 2006 with a dual major in History/Secondary Education. I have been teaching for nearly four years, and I am honored to teach with the Integrated Studies Program. I started teaching Middle School in Miami-Dade County, and I am glad to be back in New Jersey.

In 2008, I went on to teach World History at Mount Vernon High School in Fairfax County, Virginia. I was successful at Mt Vernon; 98% of my students passed the Virginia State examination, and I was invited back to teach there for another year. I chose to leave, however, when I was offered my current position in Camden County which I have found to be a much more fulfilling position.

I attribute the success rate that I had at Mt. Vernon to project based learning and differentiated instruction. I know that students gain a deeper understanding and meaning in their learning when they are part of their learning, and this is what will help the Integrated Studies Program succeed. The ISP students will gain life skills in the areas of public speaking, teamwork, and technical skills that will help them compete in the global environment. I am very excited to be a member of this learning community, and I know that our program will offer our students the competitive edge to be successful.

Frank Williams, Teacher of English

I am an educator, innovator, teacher, learner, and dreamer. I graduated from Rowan University in 2005 with a Bachelor of Arts in English and Secondary Education as well as a Bachelor of Arts in Communication: Radio/Television/Film. While I was a student, I was an active member in several clubs and organizations. I was a resident assistant (RA), during which time I lived and worked amongst freshmen students with mental and physical handicaps. This experience helped me to understand the plight and disadvantage of those who are not as blessed. I also served as a student crime prevention practitioner, an extension of the Public Safety department at the university. I used my understanding of law and policy gained from being a SCPP while serving as a senator for the Student Government Association (SGA). In addition, I was also an active member of Delta Kappa Epsilon and Chi Alpha Epsilon National Honor Society. I was a peer mentor in the Harley Flack Mentoring Program. My work as a Peer Referral and Orientation Staff (PROS) member provided me the responsibility of introducing incoming freshmen and transfer students to the school and the great opportunity of meeting new people and practicing leadership skills. Currently, I am enrolled in a Master of Arts program at Stockton College, where I am studying Instructional Technology.

I am in my fourth year of teaching English/Language Arts at Camden County Technical School. During my time at CCTS, I have served as a class advisor, drama club advisor, mentor, baseball coach, SRA instructor, and Local Professional Development Committee (LPDC) member. I have been fortunate to have had the opportunity to receive an immense amount of professional development during my time at CCTS. I actively practice Understanding By Design (UBD) teaching methods and utilize the newest technology available to best serve the needs of my students. I feel truly honored to participate in the Integrated Studies Program (ISP), as it directly reflects my beliefs on the integration of content areas. I understand that cross-curricular opportunities in academia are more practical than isolated, compartmentalized studies and ultimately prove to be more meaningful.

I enjoy learning as much as I enjoy teaching, and throughout the course of my career I hope to develop and grow as an educator. The ISP has bestowed great privilege and opportunity to me, allowing me to utilize my unique skills and abilities in a flexible and free form learning environment. As a future goal within the ISP, I aspire to move completely into project-based learning and have my students demonstrate proficiency in English/Language Arts through their creativity and individual strengths.

The Integrated Studies Program Team

Contact Us:

Electronically:

Name	Role	Email	Twitter
Mike Ritzius	Science Teacher	mritzius@gmail.com	@mritzius
Nicolae Borota	Mathematics Teacher	borotamathematics@gmail.com	@nborota
Sarah Daly	Spanish Teacher	Sarah.daly.05@gmail.com	
Peter Hooke	History Teacher	Hooke.peter@gmail.com	
Frank Williams	English Teacher	williamsfrank@gmail.com	@fronk2000
Rob Shappell	Supervisor	rshappell@ccts.net	
Christian Galietta	School Counselor	cgalietta@ccts.net	

Via Phone:

856.767.7000 x5205

View Today's Prezi at:

<http://prezi.com/ibc-km8zetj0/>